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A Study of the Letter Writing of the High School Students in Cuney High School

Allie Rean Hall Smith

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A STUDY OF THE LETTER WRITING OF THE HIGH
SCHOOL STUDENTS IN CUNEY HIGH SCHOOL

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A STUDY OF THE LETTER WRITING OF THE HIGH SCHOOL STUDENTS
IN CUNEY HIGH SCHOOL

By

Allie Rean Hall Smith

A Thesis in English Submitted in Partial
Fulfillment of the Requirements
for the Degree of

Master of Science
in the
Division of Arts and Sciences

of

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To all these, my teacher and friends, the writer is grateful.

Dedicated
to
my husband,
Alexander Isaac Smith
and to my sister, Johnnie W. Hall Daniels.

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CHAPTER I

THE PROBLEM AND ITS SCOPE

The Problem

This thesis is a study of the letter writing that was done by students in the high school English classes of Cuney High School during the first semester of the year 1947-1948.

Special attention has been given to errors of form, arrangement, spelling, punctuation and grammar. After the errors were collected, they were grouped according to various types. The predominating types have been carefully studied and discussed in this thesis.

The Need for the Study

The need for the study of errors in the letter writing of high school students in the Cuney High School, Cuney, Texas is based on the concrete evidence found in all kinds of letters written by the high school students. The errors found in these letters are varied, and it is the opinion of the writer that high school students who cannot write effective letters are in need of attention.

Seeing the lack of proficiency in letter writing as indicated by the letters of high school students of Cuney High School, the writer undertook this study.

Delimitations

This study was limited to the ninth, tenth, eleventh, and twelfth grade students of Cuney High School. The first, second, third, fourth, fifth, sixth, seventh, and eighth

grades were excluded, because it would have been impossible to secure from them various types of letters.

Methods of Procedure

To make this study of errors in letter writing, the writer secured folders containing three hundred and fifty letters written by the Cuney High School English students for the first semester of 1947-1948. The letters had been corrected by the English teacher. The writer took each folder and examined the contents for the purpose of recording errors in each letter. After all folders had been carefully reviewed and all errors recorded, the writer grouped the errors according to types.

The first step was the listing of the parts of a letter and the placing of the errors under the different parts as they were found. The errors were re-written under the proper headings, such as, the heading, inside address, salutation, body, complimentary close and signature.

Reliability of the Analysis

Three people helped check the letters. The following data give some idea of their qualifications:

Checker Number	Degree	Major
1.	B. S.	Agriculture
2.	A. B.	Education
3.	M. A.	Education

The checkers tabulated the errors made by the four high school grades separately.

CHAPTER II

SURVEY OF RELATED STUDIES

The following studies contain elements related to the problem of the writer of this thesis. In 1924, Ruhlen and Pressey made a survey of correct usage in punctuation of business letters, professional letters and of one issue of each of several different magazines. Thirty-eight thousand running words were analyzed. The conclusions were that nearly the same amount of punctuation is found in the three groups of different kinds of writing, and the period and comma carry about 87 per cent of the burden of punctuation. No record of mistakes or omissions were made, and the results are too general to indicate where emphasis in teaching is needed.

Josephine Kremer,¹ in 1931, checked sixth grade letters for errors. Miss McBroom's "Points Upon Which to Correct a Letter" was used for a check list. Miss Kremer found that errors in the use of the comma ranked first; the comma between city and state causing 37 per cent of the errors and the comma between the state and the year causing 19 per cent. Abbreviations were found to be used extensively in headings, in 80 per cent of the cases giving opportunity for use.

¹Kremer, Josephine, "A Study of Errors in the Letters of Sixth Grade Children," Unpublished master's thesis, State University of Iowa, 1931.

Esther Boehlje,² in 1934 at Iowa State University, made a study of "Variations in Usage of Punctuation Skills in Children's Letters" found that the errors in the use of the comma ranked highest and the use of the period ranked next.

In 1937, Ashbough examined letters sent through mail by junior and senior high school pupils to their friends. The results are poor sentence structure, in which are included run-on sentences, double negatives, meaning not clear. It is rather constant in quantity that 6 per cent of all the errors were found in sentences in each of the grades. The incorrect use of tense, which includes both failure to use proper tense as complied to the rest of the letter and the wrong form of the principal parts with the auxiliary or the perfect participle without an auxiliary accounted for 45 per cent of all of the grammatical errors noted. The lack of agreement of subject and verb accounted for 24 per cent of the grammatical errors. Errors in punctuation and capitalization were frequent. Comma in parenthetical words, phrases, and clauses was omitted in 87 per cent of the occasions in Grade VII, in 68 per cent in Grade IX, and in 71 per cent in Grade XII.³

In 1937, Miss Eunice Nash made a study of letters written by the freshman students at Prairie View College. Her study revealed that the most errors were found in form, spelling, punctuation, and capitalization.⁴

²Esther Boehlje, "Variations in Usage of Punctuation Skills in Children's Letters," p. 67.

³E. J. Ashbough, "Non-School English of High School Students," Journal of Educational Research, pp. 307-313.

⁴Eunice Nash, A Manual of Freshman Letters, 1937, p. 30.

CHAPTER III

DESCRIPTION AND CLASSIFICATION OF ERRORS FOUND IN LETTERS

The writer of this thesis found many errors in all parts of the letters written by the high school students of Cuneo High School. Ten types of letters written by the students were used. Table I shows the classes and number of letters collected from each grade used in the study.

TABLE I
NUMBER OF LETTERS STUDIED ACCORDING TO TYPES

Types	Grade	Letters
Friendly Letters	9	34
Informal Invitations	9	34
Formal Invitations	9	34
Letters of Sympathy	11-12	42
Thank-you Letters	9	34
Letters of Congratulation	12	20
Mail Order	9	34
Application	11-12	42
Recommendation	11-12	42
Inquiry	9	34
Total		350

The errors found will be discussed in terms of the parts of the letter.

The Heading

The heading of the pupils' letters contained errors of various types. Students omitted punctuation marks. The failure to use the comma between the date of month and date

of year was found to rank high. Some students failed to use the comma between city and state. There was a greater number of omissions of punctuation marks in the heading than the number of punctuation marks used incorrectly.

There were many errors made in the placing of the letter head, such as the placing of the town and state before the street or box number. It was also found that students carelessly used abbreviations in the heading of the letters. There were some students who failed to give the date of the letter. The form of a date, as 10/27/1947, was used by many of the students. The indented style which is the correct form for friendly letters was confused with the block style used in business letters.

Inside Address

The errors found in the inside address of the high school students' letters were fewer than those in the heading. Students used the inside address in friendly letters. There was also the placing of too many marks of punctuation, as the comma after street. The inside address of some letters extended too far to the middle of the sheet. The placing of the city and state before the name of the person to whom the letter was written was one of the most common errors. There were few omissions of the use of punctuation marks, such as the comma between city and state.

The Salutation

There were errors made by the majority of the high school students in the salutation of the letters. Many

students omitted the punctuation mark after the salutation in a friendly letter; while other students used the wrong mark of punctuation. A number of students used the comma after the salutation of the business letter. Some students put the form of salutations used in business letters in their friendly letters, and also some salutations were not consistent in number with the person or firm to whom the letter was written. The second word in the salutation of the letters written by the students was capitalized.

Many students failed to leave the proper space between the heading and salutation of their letters. In many letters students placed the salutation too far from the left margin.

The Body

The body of the letters contained the greatest number of errors. The following were found:

1. Some letters were so constructed that their meaning was not clear.
2. The bodies of some letters lacked proper tone quality.
3. Some business letters were too long to convey their message.
4. A large number of students used incorrect verb forms.
5. The errors in spelling ranked low in all grades.
6. Faulty sentence structure was prevalent.
7. Many students used worn out expressions. There

were many antiquated and colloquial expressions such as: "Hoping to hear from you soon," "yours for an early reply," "thanking you in advance," and "So I'll close."

8. The paragraphing was poor in many letters; with sentences being broken to form new paragraphs.

The Complimentary Close

The errors found in the complimentary close of the high school letters were varied. There were many students who omitted the comma after the close of the letter. The capitalization of the second word in the complimentary close ranked high in all grades. The failure to use the proper closing to correspond with the type of letters written was alarming. Many students used the abbreviations, as yrs. for yours, resp'y for respectfully. A small number placed the complimentary close in the wrong position.

The Signature

This study revealed that fewer errors were made in the signature of the letters written by the high school students than in any other part of the letter. The following errors were found in this part of the letter: period used after the signature, failure to double space after the complimentary close, and the failure on the part of the writer to sign his full name on business letters.

Having discussed specific errors found in the parts of the letters written by students of all the grades, the writer next makes a comparison of the errors made in the various parts by each grade.

TABLE II NUMBER OF ERRORS MADE IN PARTS OF LETTER

Parts of Letter	Ninth		Tenth		Eleventh		Twelfth		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Heading	200	18.11	487	27.45	204	14.62	209	17.10	1100	20.02
Inside										
Address	157	14.22	231	13.02	242	17.35	152	12.44	782	14.23
Saluta- tion	136	13.00	292	16.45	283	20.29	272	20.26	983	17.89
Body	380	34.00	487	27.45	402	28.81	364	29.79	1633	29.72
Close	162	15.00	196	11.04	188	13.49	171	13.99	717	13.05
Signature	69	.06	81	4.59	76	5.44	54	4.42	280	5.09
Total	1104	100.00	1774	100.00	1395	100.00	1222	100.00	5495	100.00

Table II reveals that in the ninth grade the greatest number of errors were made in the body, 34 per cent; the heading ranked second, 18 per cent; the close, third, 15 per cent; the inside address, fourth, 14.22 per cent; salutation, fifth, 13 per cent; and signature, lowest, .06 per cent.

These facts prove that for this grade (ninth) more emphasis needs to be placed upon the body of the letter.

In the tenth grade the greatest number of errors was in the body of the letter, 27.45 per cent; in the heading the percentage was the same; the salutation, second, 16.45 per cent; the inside address, 13.02 per cent; the close 11.04 per cent and the signature, lowest, 4.59 per cent. The tenth grade ranked high in the number of errors in the body and heading. Therefore the tenth grade needs more teaching emphasis placed on the heading and the body of the letter.

The findings in the eleventh grade showed that the highest number of errors were made in the body, 28.81 per cent; the salutation ranked second, 20.29 per cent; the inside address, third, 17.35 per cent; the heading, fourth, 14.62 per cent; the close, fifth, 13.49 per cent, and the signature, lowest, 5.44 per cent. It is clearly seen that the eleventh grade made more errors in the body of the letter. Again, it is revealed that more emphasis needs to be put on the body of the letter than on any other part of the letter, and less emphasis on the signature of the letter.

In the twelfth grade the highest number of errors were found to be in the body, 29.79 per cent; the salutation, second, 22.26 per cent; the heading, third, 17.10 per cent; the close, fourth, 13.99 per cent; inside address, fifth, 12.48; and the signature, lowest, 4.42 per cent. The twelfth grade also showed the greatest weakness in the body. Therefore the twelfth grade, too, needs more instruction on the body of the letter, and less emphasis on the signature of the letter.

From the facts revealed in Table II, it can be seen that more errors were made in the body of the letter by all the high school grades than in any other part of the letter.

Seeing that the body of the letter is the part in which most errors were made, the writer next attempted to find the kind of error most prevalent in the letters.

Table III gives a classification of errors found in the letters of all the grades. The following errors were found and listed as they occurred in each part of the letter; the use of the capital letter, spelling, grammar, and sentence structure.

In the classification of errors, the ninth grade made more errors in punctuation, 74.85 per cent; ranking second in capitalization, 8.58 per cent; third in sentence structure, 18.16 per cent; and fourth in the use of grammar, 5.05 per cent; and spelling ranked lowest, 3.36 per cent.

The tenth grade showed highest number of errors in punctuation, 60.28 per cent; second, the use of the capital

TABLE III CLASSIFICATION OF ERRORS MADE IN LETTER WRITING

Errors	Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Use of capital letters	102	8.58	300	18.08	260	17.07	219	19.52	881	16.03
Spelling	42	3.36	97	5.85	76	4.99	37	3.30	252	4.59
Punctuation	803	74.85	1115	60.28	846	63.95	797	62.12	3561	64.80
Grammar	60	5.05	116	6.99	84	5.52	67	5.97	327	5.95
Sentence structure	97	8.16	146	8.80	129	8.47	102	9.07	474	8.63
Total	1104	100.00	1774	100.00	1395	100.00	1122	100.00	5495	100.00

letter, 18.8 per cent; third, the use of grammar, 6.99 per cent; fourth, sentence structure; and the lowest, spelling, 8.80 per cent.

The eleventh grade made the greatest number of errors in punctuation, 63.95 per cent; second, in the capital letter, 17.07 per cent; third, in sentence structure, 8.47 per cent; fourth, in grammar, 63.95 per cent; and lowest, in spelling, 4.99 per cent. The eleventh grade shows need for special instruction in punctuation and capitalization and less emphasis on spelling in letter writing.

The twelfth grade made the highest errors in punctuation, 62.12 per cent; second, the use of capital letter, 19.52 per cent; third, sentence structure, 9.07 per cent; fourth, grammar, 5.97; and lowest, spelling, 3.30 per cent.

For each grade, error in punctuation ranked highest; errors in the use of the capital letter ranked second; faulty sentence structure ranked third; errors in grammar ranked fourth, and misspelled words ranked lowest in error.

Having seen that punctuation is the kind of error most frequently made in the letter, the writer proceeded to find the types of punctuation marks accounting for the largest number of errors. It was found that 30 per cent of the errors in punctuation were in the use of the comma. Incorrect use of this mark of punctuation was common to all parts of the letter, but there was found to be more omission of the comma in the heading between the city and state, in the salutation of a friendly letter, in paren-

thetical expression in the body, and after the complimentary close of the letters than the misuse of the comma in the parts of the letter.

Errors in the use of the period accounted for 20 per cent of the punctuation errors. Most of the errors in the use of this mark of punctuation were in the use of it after fragmentary sentences. Dependent clauses and phrases were written as sentences and the period was put at the end of them.

Errors in the use of the colon ranked next with 14.80 per cent of the errors in punctuation being made in the use of the colon. Typical mistakes found were the failure to use the colon after the salutation of a business letter and the failure to use the colon after an introductory statement which reveals that something is to follow. A large number of the students confused uses of the semi-colon with uses of the colon. Hence, it can be seen that the types of punctuation marks accounting for the largest number of errors in punctuation were the comma, the period, and the colon.

As has been shown the kind of error ranking next to punctuation in frequency in capitalization, as the per cent of errors found in the letters of all the grades was 16.03 per cent. Therefore the writer next discusses the types of errors in capitalization found in the letters.

The greatest number, 66.3 per cent, of these errors were found in the salutation. Failure to capitalize "Dear" at the beginning of the salutation, and the use of

the capital in common nouns after "Dear" such as "Dear Friend" were the most frequent errors in this part of the letter. The failure to use capital letters at the beginning of sentences accounted for 4 per cent of the errors, and the omission and misuse of the capital letter in the complimentary close accounted for 6 per cent. More errors were made on the capitalization of the second word in the close, as "Yours Truly," than in the omission of failure to capitalize the first word, as "yours truly."

The facts above show that the greatest number of errors in capitalization were found in the salutation, body, and complimentary close.

In the light of these findings, the need for placing more emphasis in the teaching of letter writing on punctuation and capitalization is seen. There should be more practice in letter writing in the tenth, eleventh, and twelfth grades.

CHAPTER IV

A COMPARISON OF THIS STUDY WITH RELATED STUDIES

A comparison of this study of the letter writing of Cuney High School students with two of the related studies in this field was made. The writer believes that a valid comparison can be made between this study and Ashbough's as the letters of junior and senior high school students were used in both instances; and between her study and Miss Nash's since Miss Nash's study used letters of beginning college freshmen, persons who had just finished high school.

In 1937, Ashbough's study of letters by junior and senior high school pupils to their friends revealed findings similar to those of this study using letters of the Cuney High School students. The similarities found are in the errors found in sentence structure, capitalization and punctuation. Errors in punctuation ranked highest in both studies. In grammar there was a slight difference in type and percentage of errors. Ashbough's study revealed a rather constant percentage of errors in the incorrect use of tense, double negatives and sentences with the meaning not clear.

In 1937, Miss Eunice Nash made a study of letters written by beginning freshmen students at Prairie View College. Her study revealed that the most errors were found in punctuation, capitalization and spelling. Like

Miss Nash's study, this study reveals that the highest number of errors were made in punctuation and capitalization, but unlike the Nash study, this study shows that Cuney High School students made the fewest errors in spelling. Errors in sentence structure and grammar ranked higher than spelling.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

In the foregoing discussion the writer has given the errors found in letters written by the high school students of Cuney High School during the first semester of 1947-1948.

This study of the letter writing of the students of Cuney High School has revealed the following facts:

1. That most of the errors were found in the body of the letters, proving that more stress on the principles of good composition is needed.

2. That the highest number of errors was found in the use of punctuation marks, with the type of errors being more the omission of punctuation marks than the use of punctuation marks incorrectly.

3. That fewer errors were made in spelling than any other type of error.

4. That the tenth grade ranked highest and the eleventh grade next in the number of errors made in the letter.

Recommendations

In the light of the above conclusions, the writer wishes to make the following recommendations:

1. That more emphasis in teaching of letter writing

be placed in the upper grades of Cuney High School.

2. That high school students be required to write social letters and all types of business letters.

3. That less emphasis be placed on rote spelling, but more stress be put on punctuation and capitalization in the high school.

4. That functional grammar stressing the principles of good composition be included in the curriculum of the Cuney High School.

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APPENDIX

Illustrative Material

TABLE IV

DISTRIBUTION OF LETTERS ACCORDING TO GRADE AND SEX⁺

Grade	Letters		Total
	Girls	Boys	
9	41	39	80
10	48	40	88
11	60	28	88
12	54	40	94
Total	203	147	350

⁺

The data in Table IV indicate the number of letters that was written by boys and girls in each grade.

The following letter is an exact copy of a friendly letter written by a ninth grade student that was tabulated.

Cuney, Texas
October 23, 1947

Prairie View A. and M. College

Dear Jimmie Ruth;

The most wonderful thing has happened to me! Last Saturday mother bought me a super, super combination. Just think. A combination all my very own. Imagine my surprise when I saw it. At first I could hardly believe my eyes. And when mother told me it was my very own, I could hardly believe my ears. She also bought me a large number of records to go with it. Oh, it was a very pleasant surprise.

How is the boys' basketball team down your way? We have a very good one up here. They have won a large number of trophies. They went to Prairie View and won third place Last year they were the runner ups.

How is your family? Give my love to your sister. So I Will close

Your friend,

Viney Wilson

The following letter is an exact copy of a friendly letter written by a twelfth grade student that was tabulated:

Cuney, Texas
November 24, 1947

Cuney Texas
Dearest Lovelle,

How is school with you? I am sure it seems quite difficult and so different for you to be in college. We are all looking foward to the 21st of May. I hardly realize what the 21st will mean to me. It will mean joy in a way, but I do hate to depart from my friends.

A friend and I entered the Pepsi Cola test this year, and you can believe me, we are on pins to hear from the director.

Write and tell me how you are enjoying college.

Say hello to all the girls on Crawford Hall for me.

Love,

Bernice

The following letter is an exact copy of a friendly letter written by a twelfth grade student that was tabulated:

Cuney, Texas
November 24, 1947

Cuney Texas
Dearest Lovelle,

How is school with you? I am sure it seems quite difficult and so different for you to be in college. We are all looking foward to the 21st of May. I hardly realize what the 21st will mean to me. It will mean joy in a way, but I do hate to depart from my friends.

A friend and I entered the Pepsi Cola test this year, and you can believe me, we are on pins to hear from the director.

Write and tell me how you are enjoying college.

Say hello to all the girls on Crawford Hall for me.

Love,

Bernice

The following letter is an exact copy of informal invitation and reply written by a twelfth grade student that was tabulated:

Dear Mr. Blanton:

We shall be very happy to have you dine with us informally on Sunday, Nov. fourteenth at seven o'clock.

Yours Sincerely,

Vera Mae Williams

Dear Miss Williams:

I am sorry that a previous invitation makes it impossible for me to accept your invitation to dine with you on Sunday evening, Nov. fourteenth, at seven o'clock.

Sincerely yours,

Tyree Blanton

Cuney, Texas

Nov. sixth

The following is an exact copy of a formal invitation written by a tenth grade student that was tabulated:

Formal Invitations

You are cordially invited to attend a reception to be given by the sophomore class of Cuney High School to the parents and Teachers of the class at the high school auditorium Friday evening, May tenth, at eight O'clock.

The following are exact copies of formal invitations written by a ninth grade student that was tabulated:

Mr. and Mrs. Leatha Wilson
request the presence of
Mr. and Mrs. Raymond Cross on
Wednesday, December tenth
at 7:30 p.m.

1800 Hollywood and Vine
December first

Formal Acceptance

Mr. and Mrs. Raymond Cross
accept with Pleasure the
kind invitation of Mr. and Mrs.
Leatha Wilson for dinner
on Wednesday, December tenth,
at 7:30 p.m.

1802 Hollywood and Vine
December fifth

Formal Regrets

Mr and Mrs Walter Cross deeply regret
that they will be unable
to accept Mr. and Mrs. James Edward Burk's
kind invitation on Wednesday
December tenth at 8:00 p.m.

This is an exact copy of a sympathy letter written by an eleventh grade student that was tabulated:

Example:

Cuney, Texas
Box 47
November 7, 1947

Dear Mr. Jackson:

Even if you are away from the office for a few days, you are subject to orders from the bass. Here are the others:

You are not to worry about your job. It will be here when you get back.

You are not to worry about your salary. Mrs. Jackson will receive it every week.

You are not to worry about your work. Volunteers were asked for to absorb the details, and fourteen---count 'em--offorded their services.

You are to relax.

Further orders will be issued when, as, and / or if necessary.

Sincerely yours,

Versa Ree Arnwine

The following is an exact copy of a thank-you letter written by a twelfth grade student that was tabulated:

Thank You

Cuney, Texas
February 23, 1948

Dear B. S.

I want to thank you again for the good times you gave me the week end I spent with you of course, my trip was a pleasure and also an experience as it were my first trip down there and also my first time partipating in a State N. F. A. Tourniment.

O yes! We participated in a touriment at Crockett Saturday which as you should know we won first place.

Your friend,

Vaurice

The following is an exact copy of a letter of congratulation written by a ninth grade student that was tabulated:

Cuney, Texas
Nov. 16, 1947

Dear Frank:

I was delighted to hear that you had been appointed manager, and I should like to congratulate you on getteng what you deserved. Likewise I should like to congratulate the company on getting the best possible man for the job. Every body ought to be happy, I certainly am.

Your friend,

Norris

The following is an exact copy of a letter of congratulation written by a ninth grade student that was tabulated:

Congratulation

Home
Oct. 10, 1947

Cuney Texas
Dear Alice,

Yesterday I was so excited I could hardly eat my breakfast. Father turned over the news paper and said, "What" -- Bernice Sneed! Then showed me the picture of you having a medal pinned on by the principal. Think of your writing the best essay in competition with all the other people in the schools in our County! You must have been thrilled, but I imagine you felt a little shaky, too as to knees. In the picture you looked as composed as if you were use to turning off prize essays everyday. Anyway I'm hoping you'll still recognize your non-literary friends. This one's very proud of you any how.

Yours

Theresa

The following is an exact copy of a letter of order written by a tenth grade student that was tabulated:

Cuney, Texas
Box 426
11/5/1947

Sears, Roebuck and Co.
Dallas, Texas

Gentleman;

I need a gray coat, and three pairs of wool socks to fit a size five shoe.

Please send thes articles by return mail.

Yours truly,

Robert Young

The following is an exact copy of a letter of order written by a tenth grade student that was tabulated:

Bullard, Texas
Route 2, Box 139
Oct. 24, 1947

Sears Roebuck and Company
Dallas Texas

Gentlemen;

please send me the following articles selected.
from your catalog of January, 1948;

1 pair of shoes size 5	
brown and white, No. 66K.	\$6.95
1 pair of ladies Nylons,	
size 8 1/2 dark brown,	
No. 227K.	2.49
	<hr/>
	\$9.44

I am enclosing a check for \$9.44.

Yours truly,

Juanita Jones

The following is an exact copy of a letter of order written by a tenth grade student that was tabulated:

Cuney, Texas
November 19, 1947

Priscilla Magazine
18 Broad Street
Boston, Mass.

Gentleman:

Please send me the following articles by parcel post.

3 stamp certenprice	No. 117-50¢ each.....	\$1.50
6 stamp towels	No. 204-10¢ each.....	.60
1 paper embroidery needles	25¢ cent.....	.25
		<u>\$2.35</u>

Inclose is a money order for three dollars and thirty five cents (\$3.35). Thank you very much.

Yours truly,

Royce Johnson

The following is an exact copy of a letter of order written by a twelfth grade student that was tabulated:

Cuney, Texas
December 8, 1947

The Walter Field Co.
600-614 Fulton Street
Chicago 6, Illinois

Gentleman;

Please send me the articles given below.

No.	Articles	Price
F9219-----	The Holy Bible-----	\$1.25
F9209-----	Perfume-----	.29
F9214-----	heart earclips-----	.10
	Total	<u>\$1.64</u>

Enclosed you will find a money order for one dollar sixty-four cents (1.64).

Yours truly,

Johnnie M. Faine

The following is an exact copy of a Business letter written by a twelfth grade student that was tabulated:

Cuney, Texas
October 20, 1947

The Negro Digest
1315 West Vine
Memphis 13, Tennessee.

Dear Sirs:

I am answering your ad that appeared in the Memphis News, February 19, 1948. This ad requested a circulating manager with a salary of \$7,000 a year.

May I have an appointment as 10:00 A. M Saturday morning at your office?

Yours truly,

(Miss) Burnis Wilson.

The following is a letter of Application written
by a twelfth grade student that was tabulated:

Cuney, Texas
Box 17
Oct. 12, 1947

"Dear Sir:

I wrote you a few days ago applying for a job
in one of the vacancies in your school, but I failed
to get an answer.

So let me hear from you soon or I will apply
somewhere else.

Yours As ever,

Artemas Arnurne"

The following is a letter of application written by a twelfth grade student that was tabulated:

Cuney, Texas
945 East St.
J'Ville Texas
Oct. 24, 1947

Silas White
Rural Route 2
Grinnell, Iowa

Dear Mr. White:

In the Register for May 23 you advertised for a boy to spend the summer helping you on your farm. I wish to apply for the job.

I am fifteen years old and unusually strong for my age. On May 29 I shall finish my freshman year in high school and can go to work at once after that.

I have spent several summers with my uncle who lives on a farm in western Iowa.

I am familar with farm chores, have had experience running a tractor, and have worked during the harvest season.

Mr. B. W. Burns our high school agriculture teacher, has said he will recommend me. His telephone number is 350.

If you would like a personal interview, I can ride out to your farm on my bicycle. My telephone number is 267.

Yours truly

Cecil Brooks

The following is a letter of application written
by a tenth grade student that was tabulated:

Cuney, Texas
Box 69
11/12/1947

Dear Sir:

Sometime ago I mailed you a letter for application
for teacher of agriculture in Cuney High School. If you
have received the letter, you had better notify me as
soon as possible as to your intention because I shall
write somewhere else for a job. If you have received
it please consider me as an applicant.

Yours a res'pt

The following is an exact copy of a business letter written by a twelfth grade student that was tabulated:

Cuney, Texas
November 19, 1947

Honorable Mary Branch
Tillotson President
Austin, Texas

Dear President,

I am a senior at Cuney High School, Cuney, Texas, And my ambition it to enter Tillotson College after graduation. That I may intelligently Plan my school Program and other activities during the next two years, will you Please send me a copy of the academy's entrance requirements And Any other information which you think may help me in Preparing for the entrance examinations.

Yours truly,

(Miss) M. R. Garrett

The following is an exact copy of a letter of application written by a ninth grade student that was tabulated:

1432 Humbolt St.
Jacksonville, Texas
Nov. 24, 1947

Mr. J. L. Denton, General Manager
Hardware Supply Company
786 Riverdale, St.
Tyler, Texas

Dear Sir:-

Mr. William C. Atkins, who is the replacement Manager of the Tyler Secretarial School, tells me that you have a secretarial position open in your office. Please consider this letter my application for the position.

On the enclosed sheet I have given a brief outline of my education and qualifications, as well as the names of two business men who will be glad to tell you about me.

I shall be grateful for the opportunity of a personal interview with you. An addressed envelope is enclosed for your convenience in writing me a note to tell me when it will be convenient to you to have me call. If you prefer, you may call me on the telephone at Grant 5643.

Very truly yours,
Francine Blanton

Nov. 24, 1947

Education

Graduate of Cuney High School, Cuney, Texas.

I have had thorough training in taking dictation and transcribing. My teachers assure me that my speed and accuracy in both shorthand and typewriting are above average. In high school I was one of the editors of the school paper. I believe you will find me more than ordinarily proficient in English and letter writing. I am acquainted with filing equipment and methods.

Experience

My experience is limited to part-time work as a stenographer and office work. I now have a temporary position with the University Life Insurance Company.

References

Mr. A. J. Jessie, Principal Cuney High School,
Cuney, Texas

Mr. J. K. Henderson, Brown's Lumber Company,
Sixth and Spruce Streets, Jacksonville, Texas

General

I am twenty years of age and am living at home with my parents. My health is excellent. A photo taken last week is pasted to this sheet.

(Miss) Francine J. Blanton

Data Sheet

The following is an exact copy of a letter of recommendation written by a twelfth grade student that was tabulated:

Cuney Texas

March 6 1948

Mr. James Austin

Dallas Texas

Dear Sir;

This letter will be presented to you by my good friend, John Cross, who is on a business trip through East Texas and is stopping in your city for a few days. I shall appreciate any courtesies that you may wish to show him.

Sincerely yours

Charles Henson

The following is an exact copy of a letter of inquiry written by a twelfth grade student that was tabulated:

Cuney, Texas
February 23, 1948

The Steck Company
745 Fifth Avenue
Austin, Texas.

Gentlemen;

on January 24 I order from you twenty-four (24) Farm and Ranch books in return I receive ten (10) And I also enclose twenty four dallors (\$24.00). a dollar for each book.

Siense its impossible for me to receive the others books, will you kindly return the fourteen dallors (\$14.00)

Yours turly

(Miss) Vera Williams